

Education '77 Action Program

Education 77 Action Program, a program focusing on Professional Development and Learning Conditions is officially underway in the province.

Education 77 Action Program is aimed at responding effectively to the external threat to education which includes a budget crisis and a centralizing authoritarian thrust in education.

Regional workshops are being held with the BCTF

paying enroute expenses for a maximum of eight representatives from each local association, and when the workshop is of five hours or longer duration, paying the cost of a meal for the representatives. Local associations will pay all other expenses.

Professional development and learning conditions committees are now regarded primarily as action groups. While other committees and

task forces will continue at least for the remainder of the 1976-77 school year, they will be asked to help by conducting as much necessary research or field service as they can with minimal staff assistance, and offering to be trained to serve as resource persons on the external threat.

The external threat facing the BCTF arises from fundamental economic and social conditions, says a paper

presented to the Executive Committee December 11.

'We might be dragged backward in terms of both fiscal support and educational process by the long-term affects of the chronic malfunctioning of the economic system. We might be swept swiftly into a critical confrontation. Clearly our present situation is dangerously unstable.'

The issues directly affect the welfare of teachers and

students, says the professional development paper, because of provincial budget controls that threaten adequate school district budgets, PTRs, class sizes and facilities as well as the centralizing curriculum controls. Core curriculum, provincial language assessment program, and English placement examinations, affect teachers' professional aspirations, the direction of education and democratic decision processes.

BRITISH
COLUMBIA
TEACHERS'
FEDERATION

NEWSletter

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First workshop held in Vancouver

Walmsley explains the need for Action Program

By John Hardy

Why have an Education 77 Action Program?

Because we are concerned at the signs we have seen of changes in the economic climate, a basic levy going up, provincial assessment programs, core curriculum and termination of advisory committees such as the Provincial Status of Women, Don Walmsley, BCTF first vice-president told about 120 teachers at a workshop in Vancouver, Tuesday, January 18.

The workshop, the first of the provincial ones scheduled for the Action 77 program, was held at Templeton Secondary.

Walmsley was the keynote speaker and he was followed by a reaction panel composed of Lynda Coplin, S/W chairperson; Larry Scott, co-chairperson PDAC; and Frances

Worledge, co-chairperson, PDAC.

Walmsley told the meeting that if the BCTF had tried to foist the CORE program on teachers there would be a rebellion, 'and justifiably.'

'I believe the minister of education is trying to put us on the defensive, force us to respond,' he said.

'There is a danger that in responding to these threatening initiatives we may abandon our own program to improve the schools.'

We want to develop the child to fullest of his or her potential, he said. We want to eliminate racism and sexism from the schools.

In regard to standards, why the public outcry he asked. If kids can't read, they say the teachers are to blame.

'But how many primary teachers do you know that are lazy, that are not interested in professional development? How many were trained to teach kids with English as a second language? How many have small classes?'

Walmsley dismissed the core curriculum as a solution to problems of mobility, calling it 'ludicrous.' A student is not a standardized part for a standardized curriculum.

Lynda Coplin told the meeting that the Canada Studies Foundation was in the process of losing funds for projects underway at present. Why now? she asked. Because the ministers of education for the provinces were centralizing authority.

With centralization, she said, the department will pressure

superintendents, superintendents will pressure principals, principals will pressure teachers, and teachers unfortunately will pressure students.

What has been omitted from CORE, she said, is what concerns her and she explained that CORE will not account for the child who is at school with an inadequate breakfast, or the fact that girls may not want to be nurses, secretaries, or track stars.

Larry Scott said B.C. was going the way of Florida where it also started with reading and math programs and now has an accountability act in which tests are given every year and school districts ranked.

He recalled when teachers were instrumental in opposing Social Credit and wondered if the government was now

saying 'you are going to squirm.'

Frances Worledge called on teachers to take a position regarding PLAP and CORE and 'stand clear on it.'

She said her loyalties lay to the children and parents in the school's community. And if I can satisfy them, then I deserve a pat on the back, not a kick in the pants.

She compared the current situation to climbing halfway up the hill of education and sliding back down.

Political Action Committee

By Vic Anderson

The newly-appointed Political Action Committee (PAC) completed the first stage of its organizational work at an all-day meeting Saturday, January 8th.

This committee was formed to carry on the work begun by a task force on political action. The task force's major role was to put together a Local Political Action Handbook to help BCTF locals reach all their objectives through an ongoing program of political action.

Members are Vic Anderson, Powell River; Anne Fall, North Vancouver; Bob Golob, Nanaimo; Wes Midmore, Burnaby; John Winstanley, Victoria.

The PAC has invited the Vancouver Island locals of the BCTF to participate in a workshop in Nanaimo on February 19th. The purpose of this workshop is to discuss how the Local Political Action Handbook can be used by locals to help solve the problems faced by them.

If the Vancouver Island locals find that the workshop is worthwhile, the PAC will attempt to arrange similar workshops for other areas of the province.

Annual General Meeting end of March

This year's Annual General Meeting will begin with a three-hour business session Sunday evening.

That will be followed by a meet-the-candidates running for table office or member-at-large positions on the Executive Committee.

The AGM will be held in the Hotel Vancouver, March 27-30. In addition to electing next

year's Executive Committee, the meeting will debate recommendations from the Executive Committee and Representative Assembly, many of which will have originated with various committees and task forces.

The AGM will also present the G. A. Fergusson Memorial Award to someone who has made an outstanding contribu-

tion to education and the federation.

A delegates' dance, to be held on the Monday evening, will offer delegates a break from the heavy load of business.

School districts have been asked to locate their recruiting rooms in hotels other than the Vancouver to lessen the demand on elevators. Each year hundreds of teachers and student-teachers have job interviews at AGM time, and in recent years they have tied up elevator service in the convention hotel.

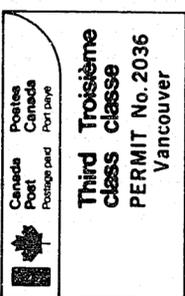
Any BCTF member may attend the AGM and participate in the debates, but only members holding official voting cards may vote. These people are elected by teachers in each local or sub-local association to represent them at the AGM.

The meeting is the largest annual meeting of teachers in Canada.

Open letter to members from PSA Executive

Developments with regard to core curriculum and provincial learning assessment programs are of concern to all PSA members. The BCTF has developed the 'Education 77 Action Program' to assist local associations to meet these challenges from January to May of 1977.

We urge you to become involved in this program. Attend your regional workshops on the 'Education 77 Action Program.' Assist in your local association activities. Offer to serve as resource persons for discussions on curriculum. Your ideas and support are extremely important.



IF UNDELIVERED, return to 2235 Burrard St., Vancouver, B.C. V6J 3H9

On the Record



By Dennis Rankin
Professional Development
Division

When is a grievance not a grievance?

The first phase of the grievance procedure involves identification of the concern. Involving colleagues, a teacher examines the problem in search of causes and remedies. The problem becomes a grievance and phase two is entered with the filing of a formal grievance.

Even when faced with reluctance, however, the potential grievor need not enter phase two. Anticipation of a grievance has achieved results. One actual case in point.

A teacher seeking information on class size and workload phoned the BCTF last October. The following problem was described to the PD staff person who took the call.

The timetable scheduled an extra large class for music activity with this teacher. Furthermore, it had not been possible to schedule double periods for daily classes. The teacher had become concerned

that these students were not receiving a quality program. The caller was advised that *The Declaration* does support teacher assessment of the quality of learning conditions. The teacher's concerns appeared well founded and it was agreed that a case would be made to the school's administration.

The staff person outlined supportive information which could be used. He responded to the caller's question that if the situation went unresolved, a grievance could be filed.

It was the caller's aim to ensure a change for the following term.

A few days later, the teacher called back delighted to advise us that the matter HAD BEEN RESOLVED.

A case for the changes had been presented. The teacher had concluded with an aside that 'this matter is even a basis for a formal grievance.'

The rescheduling was in effect within a few days but more importantly the learning and working situation improved as a result.

GRIEVANCES TO DATE				
FILED	KNOWN REPORTED*	WITHDRAWN	RESOLVED	PENDING
14	17	1	12	18

* such as the case described above

Next issue: Moving kids, walls, substitutes.

President writes to Liberals:

Time you spoke up for democracy

Senator Perreault:

Thank you for sending me copies of Mr. Jean Luc Pepin's letters to you of November 30 and December 2 which relate to B.C. teachers and the Anti-Inflation Program.

My letter to you of October 19 makes the argument that the unique bargaining process

accepted by B.C. teachers will be destroyed if not recognized by the Anti-Inflation Board. As recently as June 1975, all members of an all-party select standing committee recommended no fundamental change in this process to the B.C. Legislative Assembly. Prior to making the recommendation, the committee held

public hearings during 1974 in all regions of B.C.

In our democratic society no one sitting at a desk in Ottawa should have the power to determine the salary increases of 28,000 B.C. teachers. The publicly stated intention of government action in assigning such power is to control inflation. Some in government have stated a further intent: to prevent public sector salaries from moving ahead of those in the private sector.

The teachers' salary component of total school district expenditures has remained a virtually constant 57 to 58 percent since at least 1960. Teacher salary increases in B.C. do not lead the private sector. They follow. We do not need to exchange a democratic bargaining process for one that is autocratic when the present system already works to achieve the very objectives government has set for itself.

Isn't it about time that some B.C. Liberals in government spoke up for democracy in opposition to the autocratic actions of the AIB? Mr. Pepin's letters only defend an autocratic process. Surely government needs to be looking for the restoration of democracy; not the maintenance of autocracy.

'Essential Education Experiences'

PDAC paper gone to teachers

There have been two major waves of school reform in the province, a Putnam Weir survey of 1925 and the Chant Royal Commission of 1959.

It is clear that the provincial educational system is about to undergo its third wave of reform says a paper prepared by the Professional Development Advisory Committee called 'Essential Educational Experiences.'

The paper, now in its fifth draft, has been distributed to all schools.

The growing crisis of unemployment and underemployment, says the paper, underscores the need for some kind of reform. 'The problem is not quite clear about what ought to be done now to rationalize the job education nexus. In the face of reduced revenues, the policy of the present government is to launch a 'back to the basics' revival focusing on a 'core' curriculum, on a provincial learning assessment program, and on a new emphasis on vocational and technical training.'

The paper is critical of the social class structure in B.C., which it says takes the form of a hierarchy dominated by a small powerful elite who are the corporate owner/managers of most of the provincial economy. Schools, the paper says, help to perpetuate the social class structure. In fact, the paper goes on, the structure of schools themselves is hierarchical and authoritarian with superintendents more powerful than principals, principals more powerful than teachers and teachers more powerful than students.

However, the Executive Committee referred to October policy that no teacher group should accept any process that recognizes the present arbitrary wage controls. Submissions to the AIB would, therefore, be in contravention of the policy of opposition to the wage control program endorsed by the 1976 AGM and would imply acceptance of part of the process and thus be recognizing the present arbitrary wage controls.

Kerry Gibbs argued that the task for the Agreements Committee was to get as high a percentage increase as possible for the membership. He said it was necessary to take whatever steps are open to teachers

proposed core curriculum, the paper notes both programs do not ask for basic changes in the formal curriculum in schools.

'What then will be the impact of these programs? Their importance lies in the changes they will bring to the informal, rather than the formal curriculum — to the way children are treated in schools. In one sense this is the hidden agenda of CORE and PLAP.

'What parents, teachers and students can look forward to, if history is to teach us anything, is more teaching for examinations, for example; a new, overriding emphasis on order and discipline; more labeling of children; more bureaucracy; much less concern for student participation at every level of schooling; less individualized instruction; more rote learning; little, if any, attempt to develop curricula to meet the needs of children; more spot tests; and classroom upon

classroom of children sitting in straight rows. Thus the implications of CORE and PLAP go a long way toward reinforcing what the OECD examiners deplored as the industrial model for providing education services.'

The paper goes on to describe what schools might be like to guarantee the rights of children, defining a good school from a number of criteria.

As well, the paper gives policy directions for the future starting with a proposition that goals for education must be based on the rights of children.

'The education system must be grounded on the philosophy that self-reliant, self-disciplined responsible young citizens who will contribute to their society can develop only in a system which provides individuals with a significant stake in their destiny.'

Executive rejects AIB for salary awards

No local association should make a submission to the AIB or Administrator, the Executive Committee recommended at its January 8 meeting.

Debate arose at the executive table following a suggestion from the chairperson of the Provincial Agreements Committee, Kerry Gibbs, that local associations should consider making a submission to the AIB, under protest, for full retention of the arbitration award, with copies of the submission under covering letter to MLAs and MPs.

However, the Executive Committee referred to October policy that no teacher group should accept any process that recognizes the present arbitrary wage controls. Submissions to the AIB would, therefore, be in contravention of the policy of opposition to the wage control program endorsed by the 1976 AGM and would imply acceptance of part of the process and thus be recognizing the present arbitrary wage controls.

Broadley and Brady then moved the motion that no local association should make a submission to the AIB or Administrator for retention of its 1977 arbitration award which was amended through debate.

The amended motion now reads, 'That the Executive Committee recommend that no local association should make a submission to the AIB or Administrator,' and was passed with Broadley, Brady and Granger dissenting, Ken Smith, abstaining.

Pension statements mailed

The Commissioner of Teachers' Pensions has sent to all school board secretary-treasurers statements for teacher employees showing their contributions and service under the Teachers' Pension Plan up to December 31, 1975. No statements were prepared for teachers who first commenced to contribute to the fund in 1976 or 1977.

School board secretary-treasurers have been requested to distribute these statements.

If you do not receive a statement by the end of January, please take the following steps:

1. enquire of your secretary-treasurer to ensure he has distributed the statements, or
2. enquire of your former school board if you have changed school districts since December 31, 1975, or
3. if still no receipt, write the Commissioner of Teachers' Pensions, Parliament Buildings, Victoria, V8V 4R5, for a copy.

If there is any error in your statement, please advise the Commissioner of Teachers' Pensions in writing.

PLEASE KEEP THE STATEMENT FOR REFERENCE PURPOSES.

To join or not to join

North explains proposed council

Combined membership of 80,000 anticipated

By George North
Professional Development Division

The Labor Liaison Committee has proposed a series of actions to 'provide information to the membership to make them knowledgeable,' in the words of the October RA, in regard to the Public Sector Employees' Co-ordinating Council.

The committee feels that the facts should be conveyed through articles in the BCTF Newsletter, a brochure and covering letter to each member, audio tapes, BCTF News, and speakers from the Labor Liaison Committee and member organizations of the council.

Also recommended to the BCTF Executive Committee are proposals covering planning, conduct and cost of the complete RA motion that calls for inclusion of sufficient funds 'to carry out a referendum in regard to the proposed membership Council' in addition to providing information to the BCTF membership.

The Co-ordinating Council is the outcome of a 1973 AGM decision that came from the executive on recommendation of the Task Force on Labor Affiliation (later changed to Liaison). The task force had been structured to examine the question of affiliation with the Canadian Labor Congress and the B.C. Federation of Labour, proposing instead that the relationship be one of liaison, and recommending continued 'discussions with employee groups in the public sector with a view to establishing a Council of Public Employees in B.C.' a federation policy since that time.

In reports to subsequent Annual General Meetings, the task force indicated continuing progress, noting at the 1976 AGM that 'The objective of establishing a Council of Public Employees continues to be very much alive.'

A series of meetings since that report culminated on November 8, 1976 in a founding meeting of the

Public Sector Employees' Co-ordinating Council, with the BCTF represented by observers W. G. Broadley, President; D. P. Walsmsley, First Vice-President and G. A. North, staff.

The founding session accorded observer status, for six months, to the BCTF and other groups not having formally decided on participation (College Faculties Federation, Health Sciences Association, Registered Nurses' Association, Vocational Instructors' Association).

The following objectives, (number six proposed by BCTF representatives) were adopted:

1. To provide a united voice to speak on all matters of mutual concern for all federal, provincial, municipal and crown corporation and other employees in the B.C. public sector.
2. To co-ordinate the efforts of the participating organizations in promoting the rights of their members.
3. To undertake a program of public education to promote, advance, and protect the rights of public employees.
4. To plan joint membership meetings, rallies and other joint actions on behalf of public service employees.
5. To raise the public perception of the vital social role of public employment.
6. To provide a forum for the sharing of information of mutual interest and concern.

The council's structure emphasizes informality — voluntary membership with the right of any organization 'to withdraw freely at any time' and, 'wherever possible, all decisions of the Co-ordinating Council will be on a consensus basis.'

Organizations with more than 10,000 members each have four representatives on the council and



George North

one on the Steering Committee. Smaller organizations have two each on the council and a combined total of three on the Steering Committee.

The Steering Committee is limited to making statements 'on matters that are of concern to all public sector employees' but can only make statements and issue news releases on matters affecting a member organization in particular 'with the consent of the organization so affected.' The steering body is also responsible for calling council meetings and making recommendations to it.

Funding of the Co-ordinating Council is by means of a contribution of five cents per member from each participating organization, a total of \$1,475 from the BCTF if participation is approved.

In its report of the founding meeting, the council stressed the fact it is not a federation and 'does not require affiliation.'

The position adopted was that 'The Co-ordinating Council is not empowered to make decisions which bind any organization participating in the council and is not intended by any of its members to be a mini-federation.'

Founding participants, with a combined membership of 80,000, include:

- Association of University and College Employees;
- B.C. Government Employees' Union;
- Canadian Union of Public Employees;
- Hospital Employees Union;
- Office and Technical Employees Union, Local 378;
- Registered Psychiatric Nurses Association of B.C.;
- Service, Office Retail Workers Union of Canada;
- Vancouver Municipal and Regional Employees Union.

'You are one of the elites in our world'

WCOTP President Wilhelm Ebert, of the Federal Republic of Germany, gave his presidential address August 4, during the 25th Assembly. Here are the essential points of his speech:

We as educators must remember that we are a force in every society, a group possessing power and influence of unique scope and potential. We shall not be beggars in our communities and in the world, but rather master builders and creators in our own right. We might not wield the power to pass legislation, but with the support of society and the family we care for and nourish the single most important product of every society — its young.

We teach new generation and yet we do more than teach: we participate with immense influence in the very process of character molding. We set an example, help to find an answer, attempt to equip the young to cope with life. We provide hope and promise, stimulate ambition, and nurture pride in the self. We correct flaws and indicate goals, helping to bring every individual over the threshold of youth, into a responsible and productive maturity. And in these functions lie power, power to use or abuse, power to help or hinder.

Remember that you speak and act not for yourselves alone, but for your charges — the young entrusted to your care and education.

You are the guardians of their rights, a spokesman for their needs. You must protest whenever your young are threatened by the misuse of their environment — such as commonly occurs in television programming saturated with addictive commercialism, distorted reality, and senseless violence.

You are placed inescapably between two worlds — that of the young and idealistic and that of the old and experienced. You must demand respect for this delicate task, yet not be content with respect alone: you require and must seek active support from all levels of society.

You are one of the elites in our world, blessed with both the means and the motivation to improve yourselves and your society. This status is certainly not conferred by birth, but rather obtained through proper and effective educational training.

We must promote the high standards of teacher's education in every country as one of the essential forms of insurance for the future. Bear in mind that deficiencies at our level must necessarily produce even greater deficiencies in the young we teach.

To bestow quality, one must have quality. To inspire, one must be worthy of emulation. To teach, one must know, and one must be.

No teacher can hope to function at his best when beset with overwhelming or plaguing personal needs and problems.

One of our demands, therefore, should be aimed at achieving a basic security for teachers around the world — salaries commensurate with our status, working conditions worthy of our objectives, social rights protective of our functions.

Whether we are in New York or New Delhi, Tokyo or Teheran, Rome or Rio — whether our classroom is a marvel of electronics or a tent in the wilderness — we must not suffer in silence, allowing society to abuse, misuse, or ignore us. We must not allow our noble profession to go unrewarded by those we serve.

Yet in our battles for recognition and respect, we dare not lose our sense of perspective and proportion.

We needn't fling ourselves on the barricades in the name of every passing cause — but neither should we meekly acquiesce to measures which threaten or disrupt our functions.

Demand too that your voice has authority when so-called experts descend upon you explaining explanations of imagined problems you never face. We cannot risk ignoring good advice, for we can and do benefit immensely from its offerings.

We must not, however, allow our invaluable experience to be overshadowed merely because the experts bear impressive credentials. We bear our own, and they are equally impressive.

We are the point of contact between the child and his school; we experience the realities never seen in an antiseptic laboratory; we see the failure and successes, the pains and delights in young individuals, and sense what is right in which situation and why.

It is essential that we be given a voice proportionate with our experience in matters of general educational planning.

Needless waste of time, energy, money, and above all, of the resources of youth has occurred, all in the name of experimental policies attempted without consulting those directly concerned with the classroom, without the collective support of the teachers.

Emphasizing that teachers must resist any threats to their rights, Mr. Ebert pointed out that 'in return for these demands, we offer the sum of what we are':

1. We offer our experience, the wealth in insight gathered while interacting with youth, the knowledge found in books and in practice, the sensitivity developed through time and reflection.

We are agents of transmission and transformation; we provoke curiosity, stimulate thought, nurture experiment — all the while amassing an incomparable wealth of experience.

2. We offer continuity — a reassuring and stable presence in society. We toil and create removed from the turbulence of passing fad and fancy; our alphabets and numbers, imagination and reason are needed and used whatever the climate of social change.

We survive storms and revolts, reforms and neglect — for we are fundamentals in society whenever and wherever there are young.

3. We offer to serve as an example — of how learning can change and enrich the individual, how one can serve society creatively.

We offer to show how we can work together in our communities, in our nations, and around the world in our organization — helping to solve problems that concern us all.

We are a social force and must be used productively — to find alternate answers, other solutions.

We have our profession and goals in common, and must use this sense of community to serve and service mankind through education.

4. Finally, we offer engagement — the dedication and devotion to our work, to our pupils, to our principles. We are willing to make sacrifices, to get involved, to struggle through — to live for and through education.

We harbor and enrich our young, offer hope and promise for the future, assure the continuity of our society. We are engaged in building individuals — and bear the deepest moral responsibility for that task.

Each of us came to our profession for various personal reasons, but we are all bound together by one common link — our calling.

We have a duty beyond merely doing a job and earning a salary: ours is a task heavily weighted with both moral and social responsibility, requiring unusual sensitivity. We cannot be lax, uncaring, or untrue — for we bear the risk of perpetuating these flaws.

We touch and influence the most suggestible level of our society and must, therefore, understand how and why every one of our words and actions can affect other individuals.

You are privileged to be in such a position, and must treat this honor with your unswerving attention, respect, and dedication.

BRITISH COLUMBIA TEACHERS' FEDERATION
105 - 2235 Burrard Street, Vancouver, B.C. V6J 3H9

NEWSletter

Editor JOHN HARDY
Assistant ANNETTE CROUCHER

EDPRESS

Letters to the editor must be signed by and bear the address of the writer. The Newsletter may edit letters for brevity, clarity, legality or taste.

Someone should tell Peter Minshull to come down from his pulpit. I am sick and tired of hearing about the West Vancouver ad that was 'turned down by Don Walmsley' and paid for on the orders of the Representative Assembly!

Walmsley was right in turning the ad down and the RA wrong in paying for it. Peter Minshull should be ashamed of himself for placing that ad; the main message it contained, was anti-trade union and anti-strike. And, it was damned snotty to boot! When I want my money to be used by small groups of anti-union teachers to push their anti-strike, anti-union propaganda, I'll be sure to tell you about it ahead of time!

It seems to me that Mr. Minshull and the fanatic West Vancouver Teachers' Association, which made such a large point in the ad of the fact that their teachers were putting a day's pay into this ad, instead of irresponsibly striking, should at least have put a correction in the paper when the tab for their anti-union, anti-strike propaganda was picked up by the BCTF.

Mr. Minshull's analysis of the Executive Minutes is, typically, shoddy and self-

serving! Unfortunately, most members will not take the time to examine the Minutes of the Executive Meetings to check on Mr. Minshull's wild-eyed statements. Fortunately, I have! On the recorded votes (those are presumably the 'important' ones) which might show this mythical 5/6 split. I notice that there seems to be about 15% occurrence of a 5/6 split.

Since Mr. Minshull seems to be prepared to lead some sort of anti-union renaissance in the BCTF, I suggest that he check his facts far more closely in the future. Integrity is a prerequisite of a renaissance leader!!

Kerry Gibbs,
Surrey

STRATHCONA

Cross-country Skiing for Beginners, Winter Mountaineering and Leadership and Winter Survival for Cross-Country Skiers are only a few of the many courses being offered by the Strathcona Park Lodge and Outdoor Education Centre.

For information write Jim Boulding, P.O. Box 216, Campbell River, B.C., or, contact Campbell River and ask for radio telephone Strathcona Lodge.

Broadcast

Starting in February, Vancouver Co-op Radio (CFRO 102.7 FM) will be broadcasting excerpts of the Canadian Association for Young Children (CAYC) Conference held in November in Vancouver.

The four one-hour programs deal with Piaget, play, school and death.

For broadcasting times call 684-8494.

Latin America

Simon Fraser University is offering an eight-week Latin American Studies Program at a Field School in Guatemala in the summer of 1977.

Social Science or Spanish Language teachers are invited to apply. Closing date for applications is February 14. Contact Dr. M. Gates, 291-3767.

Naturalists

A Community Naturalists Program for the Lower Mainland Parks Region has been announced by the B.C. Parks Branch, Department of

Recreation and Travel Industry.

The program will be of special interest to both elementary and secondary schools, outdoor clubs, youth leaders, fish and game clubs, service clubs, etc.

Contact Park Naturalists Al Grass or Derek O'Brien at Mount Seymour Provincial Park, 1600 Indian River Road, North Vancouver, or, on Tuesday and Friday mornings at 929-1322.

Research grants

Teachers are invited to apply to the Educational Research Institute of B.C. for funds to support research and development activities at the school or classroom level. These funds are available in the form of Discretionary Grants to a maximum of \$750.

ERIBC encourages and financially assists teachers in conducting their own research projects. Discretionary Grants enable teachers to more thoroughly and elaborately test ideas, approaches, and materials.

A variety of projects have

been supported by Discretionary Grants. Examples are: a school's production of a film on Sir John A. MacDonald; the compilation of an inventory of a community's human resources; and a school's use of a farm to supplement curricular activities.

Upon request, Julia Ellis, ERIBC Communications Coordinator, will speak about Discretionary Grants and other ERIBC programs at teacher group meetings in B.C.

Discretionary Grant guidelines and application forms can be obtained from the Educational Research Institute of B.C., 200-1237 Burrard Street, Vancouver, telephone 688-8574.

Labor history

'A History of the Labor Movement in Canada' will be held in North Surrey during the spring term.

The course will consist of seven three-hour sessions, at a cost of \$12 and will be held on Monday evenings, from 7 to 10.

The instructor is Edward Lavallo of Capilano College.

For further information contact Dan Blake, 596-9993.

Where your money went, by program

The following statement is not part of the official audited financial statements, but is provided as supplementary information for the benefit of the membership.

An audited statement will come to each member in the AGM call to meeting notice.

COMPARATIVE PROGRAM EXPENDITURE SUMMARY for the YEARS ended JUNE 30

PROGRAM	Actual 1975-76	Budget 1976-77	Difference
A. GOVERNMENT OF THE FEDERATION			
6 Employment Information Service	\$ 25,390.02	\$ 28,007.00	\$ 2,616.98
8 Membership Services — Personal	83,900.24	104,660.00	20,759.76
29 AGM			
A. Convention	95,225.22	126,266.00	31,040.78
B. Constitution and By-Laws	1,160.55	1,412.00	251.45
C. Policies and Procedures	15,299.28	20,079.00	4,779.72
46 President & First Vice-President: Duties Not Included in Other Programs	29,531.99	27,980.00	(1,551.99)
47 Executive Committee	125,157.11	135,613.00	10,455.89
48 Representative Assembly	117,062.83	150,243.00	33,180.17
49 Services to Local Associations & District Councils Not Provided for in Other Programs			
A. General	52,322.75	120,726.00	68,403.25
B. Summer Conference for Presidents	33,273.41	39,838.00	6,564.59
58 Canadian Teachers' Federation	139,750.18	171,345.00	31,594.82
TOTALS (A)	\$718,073.58	\$926,169.00	\$208,095.42
B. MANAGEMENT			
3 General Administration: Staffing and Personnel Services			
A. Staffing — Administrative	\$126,117.15	\$108,422.00	\$(17,695.15)
B. Non-Administrative Personnel Services	69,963.65	85,114.00	15,150.35
C. General	33,864.02	35,689.00	1,824.98
20 Planning and Control	51,924.29	53,233.00	1,308.71
55 Treasury	17,612.18	5,584.00	(12,028.18)
TOTALS (B)	\$299,481.29	\$288,042.00	\$(11,439.29)
C. ADMINISTRATIVE & BUILDING SERVICES			
10 Membership — Policy, Records & Fees	\$ 97,624.61	\$ 113,319.00	\$ 15,694.39
14 Support Services			
A. General	197,992.89	194,094.00	(3,898.89)
B. Printing, Binding & Mailing	15,581.71	14,596.00	(985.71)
E. Resources Center	70,399.60	78,067.00	7,667.40
54 Accounting & Computer Information Systems	170,140.03	212,377.00	42,236.97
56 Building & General Services			
A. Building Management	236,930.54	230,187.00	(6,743.54)
B. General Services & Supplies	202,624.20	230,843.00	28,218.80
57 New Building Project	—	49,111.00	49,111.00
TOTALS (C)	\$991,293.58	\$1,122,594.00	\$131,300.42

D. PROMOTION OF EDUCATIONAL PROCESSES

24 Learning Conditions	\$253,389.05	\$308,069.00	\$ 54,679.95
38 Research			
A. School Staffing	2,232.78	11,327.00	9,094.22
B. School Buildings, Grounds & Facilities	2,805.92	25,623.00	22,817.08
C. Authority & Responsibility	11,976.62	16,232.00	4,255.38
D. Racism	12,677.51	21,021.00	8,343.49
40 Professional Development Services			
A. Teacher Education	21,879.41	28,728.00	6,848.59
B. PSA(s)	101,039.90	79,487.00	(21,552.90)
C. PSA Council	9,426.34	12,334.00	2,907.66
D. Professional Development Services (PDAC)	207,287.76	286,063.00	78,775.24
E. Lesson Aids	19,172.66	20,409.00	1,236.34
64 Status of Women	66,766.55	70,226.00	3,459.45
37 Task Force on Alternatives to Corporal Punishment*	4,112.74	—	(4,112.74)
40C Teacher Awards*	881.79	—	(881.79)
40D Project Schools/Library Study*	6,463.44	—	(6,463.44)
40F Labor History*	509.38	—	(509.38)
40G North East Sector Project*	7,644.74	—	(7,644.74)
66 Education Research Institute of B.C. (ERIBC)*	1,134.50	—	(1,134.50)
TOTALS (D)	\$729,401.09	\$879,519.00	\$150,117.91

E. SALARIES, INCOME PROTECTION & WORKING CONDITIONS

60 Salaries and Bonuses			
A. Negotiation and Arbitration	\$246,353.97	\$297,812.00	\$51,458.03
C. Teacher Qualification Service	51,801.59	52,337.00	535.41
61 Income Protection			
A. Pensions	49,738.60	50,374.00	635.40
B. Salary Indemnity	(48,633.49)	(39,599.00)	9,034.49
C. BCTF Assistance Society	2,838.72	9,357.00	6,518.28
D. General	35,858.27	49,787.00	13,928.73
62 Education Finance	6,596.10	9,462.00	2,865.90
TOTALS (E)	\$344,553.76	\$429,530.00	\$84,976.24

F. INFLUENCING THE PUBLIC & GOVERNMENTAL EDUCATION POLICY

1 Public Relations			
A. General	\$ 44,860.22	\$100,242.00	\$55,381.78
B. BCTF Newsletter	101,759.81	96,855.00	(4,904.81)
C. The B.C. Teacher	28,401.60	49,898.00	21,496.40
2 Influencing the Public & Governmental Education Policy			
A. General	66,212.39	67,245.00	1,032.61
D. Labor Liaison	8,892.36	9,080.00	187.64
2B Teaching Profession Act*	6,723.51	—	(6,723.51)
TOTALS (F)	\$256,849.89	\$323,320.00	\$66,470.11

G. OTHER

19 Services to Members Not Provided for in Other Programs	\$22,837.22	\$32,399.00	\$9,561.78
31 International Assistance	58,240.22	57,413.00	(827.22)
68 Pre-School Teachers' Association*	1,598.56	—	(1,598.56)
TOTALS (G)	\$82,676.00	\$89,812.00	\$7,136.00

GRAND TOTALS

	\$3,422,329.19	\$4,058,986.00	\$636,656.81
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* Discontinued Programs